

Consumer Science and Personal Financial Management

Consumer Science and Personal Financial Management

V(A). Planned Program (Summary)

1. Name of the Planned Program

Consumer Science and Personal Financial Management

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
602	Business Management, Finance, and Taxation	10%	10%		
607	Consumer Economics	20%	20%		
801	Individual and Family Resource Management	50%	50%		
803	Sociological and Technological Change Affecting Individuals, Families and Communities	20%	20%		
	Total	100%	100%		

V(C). Planned Program (Inputs)

1. Actual amount of professional FTE/SYs expended this Program

Year: 2008	Extension		Research	
	1862	1890	1862	1890
Plan	12.0	3.4	0.0	0.0
Actual	12.3	2.8	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c 223363	1890 Extension 145054	Hatch 0	Evans-Allen 0
1862 Matching 269416	1890 Matching 161444	1862 Matching 0	1890 Matching 0
1862 All Other 1024019	1890 All Other 326974	1862 All Other 0	1890 All Other 0

V(D). Planned Program (Activity)**1. Brief description of the Activity**

The primary activities in this area are 3 statewide Extension Team Projects. These are:

ETP15A - Realize Your Potential was conducted to help individuals develop their capacity to obtain employment and create businesses. Forty-seven seminars and workshops were carried out statewide to teach resume writing, interviewing, dress for success, how to conduct a job search and other topics. One career fair was hosted and exhibits provided for five other events. Works for Me was the primary curriculum used. Additionally, 24 entrepreneurship seminars and one 6-week class was conducted. The class was supported by a \$4,450 grant.

ETP15C - Family Financial Security and Consumer Education was designed to increase the financial literacy of Alabamians. Activities included 259 seminars, workshops and presentations on budgeting, credit, saving, estate planning, heir property, recordkeeping, identity theft, fraud prevention and other financial topics. Reality Check, a financial education simulation, was presented to 118 youth groups and 6 adult groups. Eleven money management consultations and eleven Volunteer Income Tax Assistance sessions were conducted. The national America Saves Campaign was implemented in ten counties. Four exhibitions were presented and nine articles distributed to media outlets. Grants totaling \$12,000 supported the project.

ETP15D - Urban Family Financial Security and Consumer Education - U&NNTP

Each project includes a variety of educational activities. Detailed descriptions of the activities of these projects are available on the ACES intranet.

2. Brief description of the target audience

The primary target audience is the general public. Major populations reached with ETP 15A and ETP 15C were adults, high school students, low income individuals and senior citizens. Partnerships with a wide range of public agencies, community organizations and schools were instrumental in reaching various audiences.

V(E). Planned Program (Outputs)**1. Standard output measures****Target for the number of persons (contacts) reached through direct and indirect contact methods**

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	20000	80000	8000	40000
2008	10368	671013	12223	0

2. Number of Patent Applications Submitted (Standard Research Output)**Patent Applications Submitted**

Year Target

Plan: 0

2008: 0

Patents listed**3. Publications (Standard General Output Measure)****Number of Peer Reviewed Publications**

	Extension	Research	Total
Plan	0	0	
2008	2	0	2

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

This program area will include numerous output activities and methods as part of the Extension Team Projects (ETPs) which are described/explained in the prior "outcome activities and methods sections." The success of many of these outcomes will be formally evaluated/measured by using individual activity evaluation forms designed specifically for each activity, the success of other activities and methods will be measured by the level of participation in the activity. In the target boxes below for each year, we are indicating the number of individual activities within the ETPs for this program area that will be formally evaluated using an evaluation instrument designed specifically for that activity.

Year	Target	Actual
2008	4	0

Output #2

Output Measure

The number of participants in financial management, career development and entrepreneurship programs was recorded. Post-surveys were completed by participants at the end of selected programs. Participants self-reported their changes in knowledge and intent to utilize the information. Number of savers enrolled in America Saves was reported and individuals completing tax returns through the Volunteer Income Tax Assistance Program.

Year	Target	Actual
2008	{No Data Entered}	0

V(G). State Defined Outcomes

O No.	Outcome Name
1	Total number of people completing financial management education programs who actually adopted one or more recommended practices to decrease consumer credit debt, or increase investing and savings, and plan for retirement within six months after completing one or more of these programs.
2	Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.

Outcome #1

1. Outcome Measures

Not reporting on this Outcome for this Annual Report

2. Associated Institution Types

3a. Outcome Type:

3b. Quantitative Outcome

Year	Quantitative Target	Actual
------	---------------------	--------

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
---------	----------------

V(H). Planned Program (External Factors)

External factors which affected outcomes

Economy

Brief Explanation

The failing economy highlighted the need for financial education programs and positively impacted the number of participants.

V(I). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned

After Only (post program)

Evaluation Results

ETP 15C reached 20,494 direct contacts. Post-evaluations show that participants improved knowledge in goal setting, financial decision making and financial management strategies. Youth and adults learned how to develop personal budgets and strategies to start saving. Adults were better informed on estate planning and heir property issues. Low income taxpayers claimed earned income credit and tax refunds due to program efforts. High school students indicated increases awareness of the importance of staying in school, making career decisions, making wise financial choices and budgeting due to the Reality Check Program. Many students learned how to write a check as a result of the experience. Students gained knowledge of good money management practices in the NEFE program.

ETP15A reached 1,411 direct contacts. Post-evaluations indicated that participants in career programs increased their job search knowledge. Two hundred and fifty participants completed career assessments. Participants in entrepreneurship programs increased their knowledge of relevant principles, practices and resources and learned to write business plans. One handicraft business was created in a rural community and generated \$1,900 in the first two months of operation.

Key Items of Evaluation